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commonly fall into one of the two extremes, either obligingly and passively into the child's phantasy and doing exactly as he wishes, or dominating him almost completely and telling him what he is to do with his own toys. He is thus deprived of the beneficent education of the *real* clash of wills among equals, and the *real* experience of mutual activity.

There are children, however, and there were one or two in this particular group (Theobald and Dexter to some extent, Joseph especially) who are hardly able to enjoy free play with others, because their feelings of rivalry are too acute and too fraught with anxiety. They have not the qualities which make leaders, and are unable to tolerate being followers. They despise their playing fellows and call them "silly", and even at four years of age, they prefer themselves to be "studious". It is these children, already circumscribed in feeling and poor in social response, who offer the educator her really serious problem—rather than children who, like Frank, may be often openly "naughty", moody and perverse, but who are full of warm feeling and vivid social gifts.

One of the first general questions for the educator of little children arises from this psychological fact of their ego-centric demands in play. What should the part of the grown-up be with regard to the clashes of interest among the children, or to the older children's naive assigning of passive parts to the younger members of the group?

B. HOSTILITY AND AGGRESSION

i. INDIVIDUAL HOSTILITY*

Probably the first thing that struck readers about this part of the material was the sheer amount of

spontaneous
aggression in such small children coming from
good homes,
where most of them had of course been
taught from an
early age to be " kind " and polite. A few of the
boys were
familiar with aggression from adults in the
form of more or

¹ It will be seen that for the purpose of the main
classification, I
am using " aggression " in its widest sense to cover all
forms of aggres-
sive behaviour, whether or not this arises from the need,
for ~~defence~~
not just that narrower meaning which is implied in the
appellative
aggressor. It will be found in fact that most of the
aggressive behaviour
of small children has a considerable element of *defence*
in it.